

Write Now Rubric

Research Paper

Category	Level 3 : Exceeds Objectives	Level 2 : Meets Objectives	Level 1 : Doesn't Meet Objectives
Purpose and Content	The research paper is on a topic that is neither too broad nor too narrow. The paper gives information not commonly known about the writer's chosen topic. There is no irrelevant material in the research paper. The writer has considered the audience and explained terms and ideas appropriately. The writer included citations for direct quotations or ideas taken from someone else. All of the writing, other than the citations, is original work. All of the content of the paper is true and accurate. The writer's thesis is unique, original, or thought-provoking. The content of the paper provided new or insightful information for the reader. The ideas discussed or the conclusion drawn is novel or insightful.	The research paper is on a topic that is neither too broad nor too narrow. The majority of the paper gives information not commonly known about the writer's chosen topic. The writer mostly considered the audience and explained terms and ideas appropriately. The writer mostly included citations for direct quotations or ideas taken from someone else. All of the writing, other than the citations, is original work. The majority of the work in the paper is true and accurate.	The research paper may be on a topic that is either too broad or too narrow. The paper may provide information that is commonly known about the writer's chosen topic. The writer may not have considered the audience and explained terms and ideas appropriately. The writer may not have included citations for direct quotations or ideas taken from someone else. All of the writing may not be original. All of the content of the paper may not be true and accurate.
Structure and Organization	The writer took notes and created a formal outline. The paper adheres to that outline, but the writer may have included additional relevant information. The paper starts with an attention-getting hook and presents a clear thesis statement in the introduction. Every paragraph in the body of the paper supports the thesis statement. Paragraphs are presented in a logical order. Each paragraph has a topic sentence, and all of the sentences in the paragraph are related to that sentence. There are transitions between paragraphs and ideas. There is a strong conclusion that tells the reader what the writer learned and leaves the reader with an interesting idea to consider.	The writer took notes and created a formal outline. The paper mostly adheres to that outline. The paper starts with a hook and presents a thesis statement. Every paragraph in the body of the paper supports the thesis statement. Paragraphs are presented in a mostly logical order. Each paragraph has a topic sentence, and most of the sentences in the paragraph are related to that sentence. There are usually transitions between paragraphs and ideas. There is a conclusion to the paper.	There may be no evidence that the writer took notes or created an outline, or the paper may not adhere to the outline. The paper may be lacking a hook or a thesis statement. If there are paragraphs, they may lack topic sentences or fail to support the thesis. Paragraphs may not be presented in a logical order, or sentences in the paragraph may be unrelated to one another, a topic sentence, or the thesis. There may be no transitions or weak transitions between sentences and ideas. The paper may lack a conclusion.

Category	Level 3 : Exceeds Objectives	Level 2 : Meets Objectives	Level 1 : Doesn't Meet Objectives
Language and Word Choice	The essay has a consistent, objective tone. The writer used formal language and wrote in the third-person point of view. The ideas are expressed in clear and direct language. Words are precise and accurate. The writer consistently maintains a formal style.	The essay has a mostly consistent, objective tone. The writer used mostly formal language and wrote mostly in the third-person point of view. Most ideas are expressed in clear and direct language. Most words are precise and accurate. The writer usually maintains a formal style.	The essay may not have a consistent tone, or the tone may not be objective. The writer may not have used formal language, or the writer may not have written in the third-person point of view. Many ideas may not be expressed in clear and direct language. The writing may contain many imprecise or inaccurate words. The writer may not maintain formal style.
Grammar and Mechanics	The writer started a new paragraph, correctly indented, for each new topic. Every sentence is complete and punctuated correctly. There are no errors in spelling, capitalization, or grammar. All quotations are punctuated correctly and include the exact words of the speaker or source. All citations within the text are in the proper format, and the Works Cited page is error-free. The pages of the paper are numbered. The paper has a title that is properly capitalized. The writer's name is included below the title.	The writer started a new paragraph, correctly indented, for each new topic. Most sentences are complete and punctuated correctly. Most quotations are punctuated correctly and include the exact words of the speaker or source. Most citations within the text are in the proper format, and the Works Cited page is properly formatted. The pages of the paper are numbered. The paper has a title that is properly capitalized. The writer's name is included below that title. There are few errors in spelling, capitalization, or grammar. Small errors do not interfere with a reader's understanding. The paper has a title that is properly capitalized.	Paragraphs may not be correctly indented, or there may be no evidence of paragraphs. Many sentences may be incomplete or punctuated incorrectly. Most quotations are not punctuated correctly, or there may be no evidence of quotations. Most citations within the text are not in the proper format, and the Works Cited page is not in the correct format. Or, there may be no citations. The pages of the paper may not be numbered. The paper may lack a title, or the title may not be capitalized correctly. The writer's name may not be included below the title. There may be many errors in spelling, capitalization, or grammar. Errors may interfere with a reader's understanding.

Review the rubric. Use the rubric to evaluate students' writing.

1. Use the rubric to evaluate the student's writing.
2. Indicate Level 1, 2, or 3 for each category.
3. Add notes and feedback about the student's writing in each category.
4. Share your feedback with student.
5. Staple this rubric and feedback page to the student's writing and keep it in his or her writing portfolio.

Category	Level	Notes
Purpose and Content		
Structure and Organization		
Language and Word Choice		
Grammar and Mechanics		